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ABSTRACT

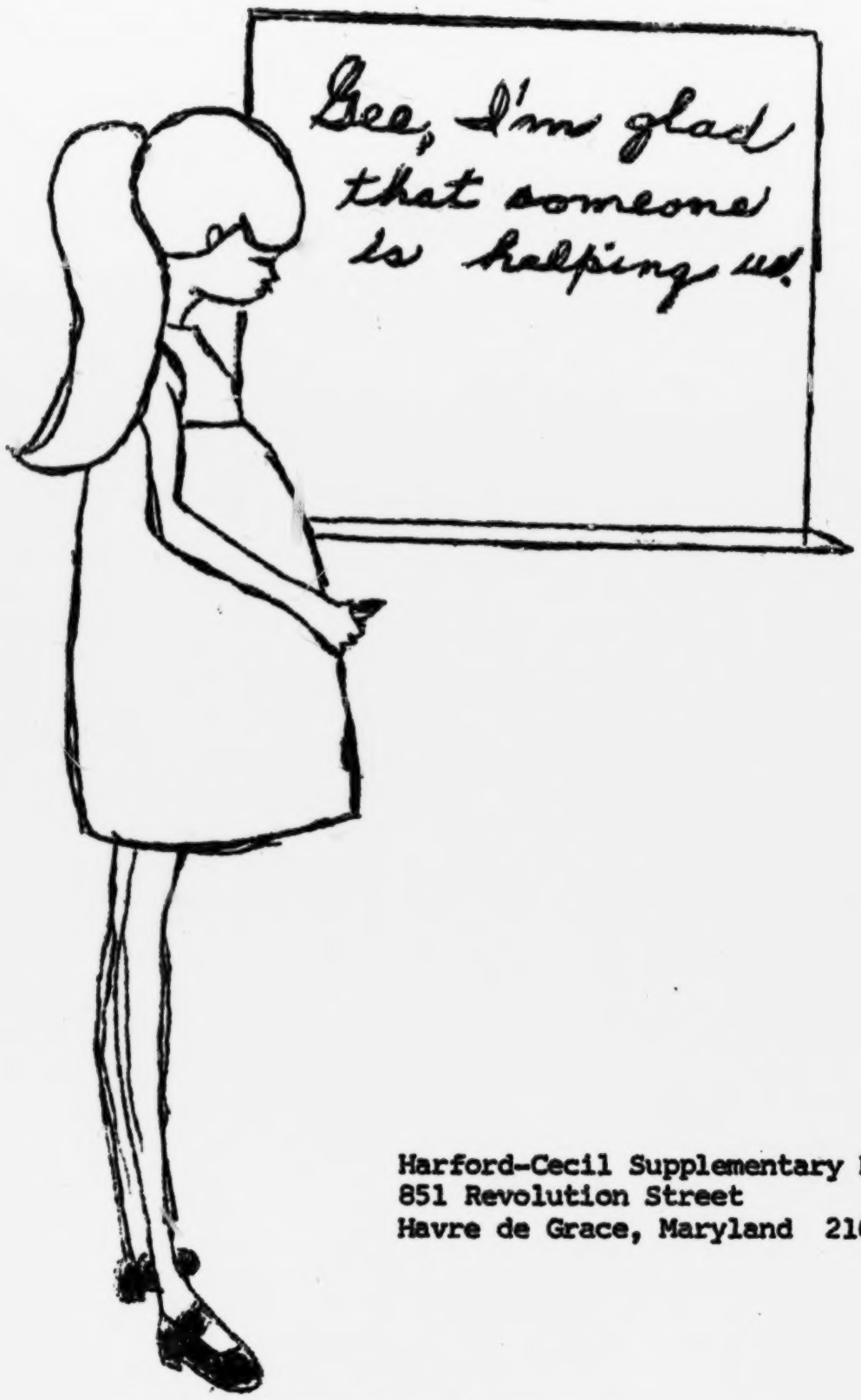
Developed by two county school systems in a semirural area to serve pregnant girls, the program provided small class instruction and individual tutoring in one county and telephonic teaching in the other. Staff included academic, remedial, and business teachers and medical, psychological, and social personnel; a director coordinated the various services. Girls served had a mean age of 16, were predominately white, and did not come from broken, large, or welfare families. Nearly half were married; all had received regular prenatal care. Cooperation on the part of students, parents, and schools was judged outstanding; the home schools reported no deficiencies in the teaching of returning girls. Statistical and subjective data are supplied; counseling is discussed. (JD)

EDO 36940

A Continuing Education Program

for

School Age Pregnant Girls



Harford-Cecil Supplementary Education Center
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Cyesis, A Program In Depth For School Age Girls
The Harford-Cecil Supplementary Education Center

In September, 1967, a program, patterned somewhat after the multi-disciplinary approach developed by the Webster School for continuing the education for pregnant girls, was begun by the Harford-Cecil Supplementary Education Center, a facility funded by the Department of Health, Education and Welfare, under Title III, of the Elementary and Secondary Education Act.

The aims of this school-centered program were to maintain continuity of education during pregnancy and postpartum, to demonstrate a team approach to meeting the needs of pregnant school-age girls by coordinating the educational, health, psychological and social work services provided by the professional staff at the Center, and to give evidence of community acceptance of group instruction of pregnant girls by the public schools.

At the inception of this program, the policy of the school systems of the two counties was to withdraw the pregnant student from school when she admitted pregnancy and had a doctor's verfying statement. If home teaching was requested for the girl, her parents had to pay for such instruction, otherwise education was terminated. Of the 93 pregnancies of school-age girls in the two counties reported from September 1965 through March 1966, only eight requested home teaching. No follow-up

of these withdrawals was made, even when the student was under 16, the compulsory attendance age.

When this program officially began, school regulations regarding pregnant girls were changed. The Maryland State Board of Education passed the requirement that pregnant students could not be involuntarily withdrawn from school. They were thus presented a choice of remaining in public school or accepting a program designed for them by their schools. Referral of a student to the Center can be made by any public or private agency, by a physician, or self referral, in addition to the normal channel of school referral. Any pregnant school-age girl residing within the two counties is considered eligible to participate in the program. All county agencies and community resources were contacted and all of them indicated a willingness to cooperate in this project.

Originally, the design for staffing the Center called for an English-Social Studies teacher and a home economics teacher, a physician (on call), a pediatrician, psychologists, a psychiatrist, guidance counselors, social workers and a public health nurse to coordinate health, psychological and social services. When the program began operation, however, the teacher needs were found to be somewhat different than anticipated if the Center was to provide a comprehensive program. Inasmuch as the majority of the girls wanted buisiness courses, a commercial teacher was retained. The home economics teacher position was not filled because many of the girls had previously fulfilled those requirements. The Center guidance counselor, therefore, expanded her program by offering "Family Living", which involved comprehensive group counseling with a particular emphasis on pre-natal care,

family relations, parenthood, etc. The need to have a person trained in remedial reading and techniques for dealing with slow learners was also demonstrated, and arrangements were made to implement this need.

The program at the Supplementary Education Center is different from many which are presently titled under federal funds. All current information that is available on programs for pregnant school girls indicates these are located in large, heavily populated, urban centers, with readily available public transportation, and serve a group that is primarily Negro. This project is located in a samll town, serving the needs of a sparsely populated county that is beginning the transition from rural to suburban, and is dealing with a population and cultural pattern which is different from that which exist in large cities. Our population is hot predominately Negro, and many of the pregnant girls are married.

Where these programs exist in metropolitan areas, they turn away one to three girls for every one that is accepted. This Center has been able to accept every student who has applied for admission.

Different, too, is the dual nature of the Center, for it is a program that has been developed as a joint project by two separate county organized educational systems. Harford County's program utilizes the Center facilities, with small class instruction and individual tutoring. Cecil County, smaller in size, with demonstrated success with telephonic teaching programs for the homebound, adapted this program for pregnant girls by having a home teacher serve as a liaison between the school and the student. The director of Harford-Cecil Supplementary Education Center coordinates the activities of the two programs, providing each with materials of instruc-

tion, audio-visual equipment, guidance, health and psychological services.

Transportation of students in small, Volkswagen-type buses is provided by the respective boards of education as well as by the Center. This, too, differs from programs such as Webster, Edgar Allan Poe, and other urban systems, where students rely on public transportation to school.

During the first year of operation, 1967-68, the program operated from a wing of Havre de Grace High School, inasmuch as the construction of the Center had not been completed. The three teachers who worked in the program functioned as home tutors, providing six hours of individual instruction per student per week. As enrollment increased, girls having similar programs were grouped for instruction. Typewriters, tape recorders, filmstrip projectors, and other supplies were taken to the homes to supplement instructions. Absenteeism was at a minimum, and cooperation on the part of the students, parents and schools was outstanding.

The home schools reported no deficiencies in the teaching of the girls who returned to their schools prior to the end of the school year, and all of the seniors were graduated, thus giving concrete evidence of the success of our first year's efforts.

To give a demographic view of the population served by the Supplementary Education Center, a questionnaire was prepared and copies were distributed to the students who had been enrolled, or who are presently enrolled in the program. Assigned a case number, the questionnaire had no name attached to the forms according to the year the student had been enrolled in the program, thus giving data for comparison of the two groups.

The mean age of the students in the program (Based on age as of September 1) is 16, with a mode of 17, and median, 16. Ages ranged from 12 to 20 years old, therefore the mode of 17 reflects a truer picture of the student population. Enrollment data shows that most girls tend to be in grades 10, 11, 12, with the largest single group in grade 12. Most of the students are enrolled in commercial or general courses of study, and for them a high school education may be terminal.

Contrary to what one might expect, nearly half of the students are married, generally have married after pregnancy occurred. One girl, however, was married two years prior to conception. Several of the girls plan marriage within the next year.

The girls in this program do not tend to come from broken homes. Ninety per cent report their parents are living together. None of these girls was an only child, but most often she was a middle child. Parental occupations ranged from professional to unskilled workers. Only 9 per cent of the families receive financial assistance from welfare or other agencies. All the girls receive or have received prenatal care from a clinic or private physician, beginning regular care at two to three months, on the average. Each of these findings is contrary to the 'broken home, welfare, large family, medically ignored' syndrome often associated with the incidence of teenage pregnancies.

Of importance to consider in future development is the role of the baby's father. The questionnaires reveal this is a continuing and a relatively stable relationship. The girls usually have known the father for two years or more, and continue to see him on a regular basis, usually daily.

Only three girls reported no contact with the putative father. Ages of the boys ranged from 16 to 24, with a mean and mode of 19 years, so the boys were generally several years older than the girls. Frequently, these fathers-to-be are students, presently attending school, or in the service. Those employed tended to have semi-skilled trades. No boy who was out of school was reported as unemployed. It might appear that an area in which services could be expanded would be counseling for the young couple, individually or part of a group. By these means, they could be helped to develop a set of values that would contribute to the stability of the family in this generation and the next.

Examination of student permanent record folders yielded information concerning ability and performance, as measured by standard tests. Otis Lennon intelligence scores were available for 45 of the 46 students enrolled for 1968-69. With a range of scores from 67 to 133, the enrollment approaches a normal curve of distribution, slightly skewed in the lower ranges. Mean IQ was 98.

For 34 of the students, information was available on the Iowa Tests of Basic Skills. A survey of four of the areas--reading, total language, total arithmetic, and the composite score--w was made. On the reading test mean percentile was 47.7. (It is important to note that 10 of the students, nearly 30 per cent of the enrollment, had scores less than the twenty-fifth percentile.) Special reading instruction has been provided to the students who evidenced reading problems. In total language, the group mean was 50.8 percentile. Total arithmetic scores averaged 41.5 percentile. With percentiles ranging from one percentile to 99 percentile, the composite

scores for the test averaged 45.1 percentile. (Insufficient data of comparable nature was available on the 1967-68 group to make a similar study of that program.)

This then is a picture of the pregnant school-age girls served by the Supplementary Education Center, who are like the pregnant girls found in programs throughout the country, yet who are unique in many of their characteristics.

HARFORD COUNTY PREGNANT GIRLS PROGRAM

In September 1968, the Harford-Cecil Supplementary Education Center opened its own facility with eight pregnant school-age girls present on opening day. Enrollment increased steadily from September to a peak enrollment during February. By the end of March, 46 students had been enrolled, as compared to a total enrollment of 44 students for 1967-68. The highest number of entries occurred in September and January-February. Since this pattern has occurred for both years, it would appear indicative of future enrollment trends.

Each county high school has been represented in the program for both years, with the largest high schools having the highest per cents of enrollment. In 1967-68 we had one elementary and two junior high students. This year we had no elementary students, three junior high students, with the remaining 43 being senior high girls. One of these girls was our first enrollment from the parochial high school.

Approximately 50 per cent of the students in the 1967-68 program were eleventh and twelfth graders. All of the seniors that year were graduated, and all of the eleventh graders, except two, returned to school in September, 1968. (The husband of one of these girls had made her drop the program before delivery; the other girl was unable to get a babysitter.)

Approximately 70 per cent of the enrollment this year are eleventh and twelfth graders. All of those who have completed the six weeks post-partum period have returned to their home schools. It is estimated that ten seniors will be graduated from the Center in June. In both years, approximately 59 per cent of the students have studied in the commercial and general areas. Since the majority of the students in these curricula were juniors and seniors, it would appear that our program is accomplishing one of the objectives--giving them skills that would enable them to become self-sufficient, contributing members of society. There is a very evident need for these girls to be able to earn a living, in as much as the majority were single and were keeping their children. In 1967-68, 91 per cent of our Negro girls

and 33 per cent of our white girls were single. A similar pattern appears in 1968-69, since 88 per cent of the Negro girls and 34 per cent of the white girls are single, with three per cent of the white girls separated.

The average length of stay in our program has been similar for each year. The 1967-68 girls averaged 3.5 months in the program, while the 1968-69 girls have averaged 3.7 months. This compares favorably with statistics from Baltimore's Edgar Allen Poe School #1, which keeps its students an average of six months. It also indicates that our girls are anxious to resume their education, and that we are fulfilling our purpose as an interim school.

In 1967-68 all of the girls who delivered a live baby kept their children. Two of the girls lost their babies. In 1968-69 indications to us show that 91 per cent plan to keep their children, 6.5 per cent plan to place their children for adoption, and two per cent have lost their children. We take a non-directive approach to help a girl in reaching a decision concerning the disposition of the child. When the girl has made a choice, we try to re-inforce her in her decision. One of our students, a foster child herself, had made the decision that it would be best for the baby if she placed him for adoption. After the baby was born, however, she seemed unable to act upon this decision. Using non-directive techniques to point out the advantages and disadvantages of both courses of action, the girl made the decision that to place the baby for adoption was the wisest course of action. Our experience has been that the girls who are contemplating placing their babies for adoption evidenced greater emotional stress throughout the entire pregnancy and post-partum period. These girls are given additional individual counseling, as well as direct supportive aid from the Center psychologist.

While attending their own high schools during pregnancy, these girls have experienced, as indicated by comments to us, mixed feelings of guilt, rejection, embarrassment, ridicule, or general discomfort. Many of these girls when they entered here were somewhat apprehensive because they did not know what kind of girls

they were to associate with, what types of teachers they would encounter, or whether continuing their education would really be worth the effort. A number of parents came to visit the school, before permitting their daughters to enroll. After viewing the classes, meeting the staff, and touring the facilities, all parents gladly enrolled their daughters and supported the program thereafter.

After a few days, the girls realize there is no stigma attached to them at the Center--that they are fully and warmly accepted by their fellow students and the entire staff. They discover they have much in common with one another, that they share similar problems, and that they have similar goals. Many girls have said that they now have a better attitude toward school, and that they benefit from the close teacher-student interaction. In family-school relationships, we have had very good cooperation from parents, the students, and the husbands of the married girls. Enthusiastic endorsement for this program has been received from a number of parents.

We feel that changes in attitude and self-concept have been especially strong features of our program. One girl, who had been a constant troublemaker throughout high school, has become lady-like, and very cooperative. Another girl, whose belligerent attitude, crude manners, low values, and coarse language would have placed her in the lowest social status, now has become a school leader and the most willing and industrious worker in all areas. This Pygmalion-like change is evident in her dress, vocabulary, manners, and attitudes toward others. Her husband has reinforced our efforts, as we continue to reinforce his efforts.

On a questionnaire distributed to the girls, all of them expressed their gratitude for being able to continue their education and, in many cases, graduate. They feel that the teachers at the Center are "understanding, concerned about the girls, have our best interests at heart, helpful, patient and versatile." Their attendance, in spite of physical discomfort, long bus rides, and doctor's appointments, warrants our belief that this is a true expression of their opinions. One

student from the northernmost part of the county, whose bus trip takes over an hour each way, had perfect attendance for her entire stay in the program. Rather than miss the entire day, many girls come to school after their doctor's appointment. Considering the hardships of travel--distance and time--our attendance appears better than data available from urban schools!

It would appear from the statistical and subjective data available that the program for pregnant girls is achieving its objectives as originally defined in the project proposal. In subject matter offerings, the Center has been able to expand the original proposal. Most girls are now able to continue four to six of their originally scheduled subjects, despite the fact that they come from grades 8-12, from eight different schools in the county, offering seven different curricula. The criteria we offer for judgment is that these girls do succeed, as evidenced by the grades they earn both here and in the schools to which they return, their promotion to higher grades, and their graduation from high school.

CECIL COUNTY PREGNANT SCHOOL GIRLS PROGRAM

As of September 1968, the Cecil County program for pregnant girls had two students on telephonic teaching, in as much as most of the girls continued to be enrolled in their respective high schools. A telephonic hook-up is installed in the girl's home, whereby she can keep abreast of regular class instruction and participate orally from her home. Assignments are given to re-inforce classroom learning. The Center provides a visiting teacher, who serves as liaison between student and school. She gives tests, collects work to be returned to the school, detects areas of difficulty which she communicates to the counselor or home school teacher, and, when necessary, does direct tutoring. Total enrollment, as of March 31, 1969, was 17, as compared to a total enrollment of 18 for 1967-68.

Each county high school has participated in the program for both years. During this time, the largest enrollment has been from Elkton High School, which is the largest school. Use of this service has increased in the other high schools, however, so that the distribution of use is now comparable to relative school populations.

In the 1967-68 program, over 55 per cent of the enrollees were eleventh and twelfth graders. All of the seniors, except one who had withdrawn from school for a substantial period before accepting the telephonic program, were graduated. One senior became the salutatorian of her class and has been on the Dean's List at the University of Pennsylvania this year. All of the underclassmen from last year are attending school this year, except one, a 19-year-old, who re-entered school in the fall, but later withdrew to resume employment.

Approximately 65 per cent of the girls in this year's program are twelfth graders. With such a large portion of the enrollment in its senior year, and all studying the commercial or general courses, we can readily see the contribution this program is making toward enabling them to become self-sufficient.

In keeping with the population distribution within the county, the majority of

the girls enrolled both years have been white. All of the Negro students each year have been single. In 1967-68, 50 per cent of the white students were single, 50 per cent were married. This year, however, all of the white students were married.

The length of stay in the program varies from less than a month to several months, with the average stay being less than three months. The students appear to be staying in their respective schools longer this year than last, thereby minimizing transition problems.

During both years the trend was for the girls to keep their babies. In 1967-68, 89 per cent kept their children, 6 per cent placed the children for adoption, and 6 per cent lost their children. According to expressed intentions, 94 per cent plan to keep their children this year, none plan to place the baby for adoption, and 6 per cent have lost their children. Since the age group we are dealing with is classified as a "high risk" group medically, the low incidence of infant mortality and serious complications during pregnancy could be attributed to the program's requirement that the girls must receive prenatal care.

The nature of subject matter offerings has been expanded this year. Credits have been maintained in such divergent areas as shorthand, typing, Spanish and home economics. Through increased participation from the faculties in the county, and the efforts of the liaison teacher, the students benefit from a wider range of experiences.

The attitude of the students who have participated in the program has been commendable. Many showed increasing maturity, developed better study habits, and demonstrated an eagerness to complete their education. Changes in self-concept and inter-action with others have been evident in a number of cases. They seem to emerge with a sounder sense of values and a conviction that motherhood is neither the end of life nor the end of their earlier ambitions.

HARFORD COUNTY

Distribution by Home School
1967 - 68

School	Totals	Enrollment
Aberdeen High	21	47.7
Bel Air High	10	22.7
Edgewood High	3	6.8
Havre de Grace High	6	13.6
North Harford High	1	2.3
Bel Air Jr. High	2	4.5
Um. Paca Elementary	1	2.3
Total	44	99.9*

Distribution by Home School
1968 - 69

School	Totals	Enrollment
Aberdeen High	20	40.0
Bel Air High	9	18.0
Edgewood High	7	14.0
Havre de Grace High	7	14.0
North Harford High	3	6.0
John Carroll High**	1	2.0
Aberdeen Jr. High	1	2.0
Havre de Grace Middle	2	4.0
Total	50	100.0

*Error due to rounding off
**Parochial High School

CECIL COUNTY

Distribution by Home School
1967 - 68

School	Totals	Enrollment
Bohemia Manor High	5	27.8
Elkton High	8	44.4
North East High	1	05.6
Perryville High	1	05.6
Rising Sun High	3	16.7
Total	18	100.1*

*Error due to rounding off

Distribution by Home School
1968 - 69

School	Totals	Enrollment
Bohemia Manor High	2	10.5
Elkton High	7	36.8
North East High	4	21.1
Perryville High	3	15.8
Rising Sun High	3	15.8
Total	19	100.0

HARFORD COUNTY

Enrollment by Course
1967 - 68

Course	Number	Percent
Academic	6	13.6
Commercial	15	34.1
General Clerical	5	11.4
General	11	25.0
Vo. Tech.	3	6.8
Sp. Ed.	1	2.3
Elementary	1	2.3
Jr. High	2	4.5
Total	44	100.0

Enrollment by Course
1968 - 69

Course	Number	Percent
Academic	10	20.0
Commercial	19	38.0
General Clerical	3	6.0
General	11	22.0
Vo. Tech.	4	8.0
Spe. Ed.	1	2.0
Jr. High	2	4.0
Total	50	100.0

CECIL COUNTY

Enrollment by Course
1967 - 68

Course	Number	Percent
Academic	1	5.6
Commercial	4	22.2
General Clerical	3	16.6
General	9	50.0
Track III	1	5.6
Track IV	0	0.0
Total	18	100.0

Enrollment by Course
1968 - 69

Course	Number	Percent
Academic	1	5.3
Commercial	8	42.1
General Clerical	0	0.0
General	9	47.4
Track III	0	0.0
Track IV	1	5.3
Total	19	100.1*

*Error due to rounding off

HARFORD COUNTY

Distribution by Grade
1967 - 68

Grade	Totals	Percent
6	1	02.3
7	2	04.5
8	0	00.0
9	5	11.4
10	12	27.3
11	10	22.7
12	14	31.8
Total	44	100.0

Distribution by Grade
1968 - 69

Grade	Totals	Percent
6	0	00.0
7	0	00.0
8	3	6.0
9	3	6.0
10	10	20.0
11	13	26.0
12	21	42.0
Totals	50	100.0

CECIL COUNTY

Distribution by Grade
1967 - 68

Grade	Totals	Percent
7th	0	00.0
8th	1	05.6
9th	3	16.7
10th	4	22.2
11th	3	16.7
12th	7	38.8
Total	18	100.0

Distribution by Grade
1968 - 69

Grade	Totals	Percent
7th	1	05.3
8th	1	05.3
9th	1	05.3
10th	2	10.5
11th	2	10.5
12th	12	63.2
Total	19	100.1*

*Error due to rounding off

HARFORD COUNTY

Enrollment by Race
1967 - 68

Negro	23	52.3%
White	21	47.7%
Total	44	100.0%

Enrollment by Race
1968 - 69

Negro	18	36.0%
White	32	64.0%
Total	50	100.0%

Marital Status by Race - Negro
1967 - 68

Single	21	91.3%
Married	2	8.7%
Separated/Divorced	0	0.0%
Total	23	100.0%

Marital Status by Race - Negro
1968 - 69

Single	16	88.9%
Married	2	11.1%
Separated/Divorce	0	0.0%
Total	18	100.0%

Marital Status by Race - White
1967 - 68

Single	7	33.3%
Married	14	66.7%
Separated/Divorce	0	0.0%
Total	21	100.0%

Marital Status by Race - White
1968 - 69

Single	11	34.4%
Married	20	62.5%
Separated/Divorce	1	3.1%
Total	32	100.0%

CECIL COUNTY

Enrollment by Race
1967 - 68

Negro	4	22.2%
White	14	77.8%
Total	18	100.0%

Enrollment by Race
1968 - 69

Negro	6	31.6%
White	13	68.4%
Total	19	100.0%

Marital Status by Race - Negro
1967 - 68

Single	4	100.0%
Married	0	0.0%
Separated/Divorce	0	0.0%
Total	4	100.0%

Marital Status by Race - Negro
1968 - 69

Single	6	100.0%
Married	0	0.0%
Separated/Divorce	0	0.0%
Total	6	100.0%

Marital Status by Race - White
1967 - 68

Single	7	50.0%
Married	7	50.0%
Separated/Divorce	0	0.0%
Total	14	100.0%

Marital Status by Race - White
1968 - 69

Single	0	0.0%
Married	13	100.0%
Separated/Divorce	0	0.0%
Total	13	100.0%

HARFORD COUNTY

Average Length of Stay in Program 1967-68

Student	Number of Months
1	3.50
2	1.75
3	5.00
4	3.50
5	2.00
6	7.25
7	4.00
8	3.50
9	5.00
10	1.50
11	0.75
12	3.75
13	4.50
14	4.75
15	4.25
16	1.75
17	1.00
18	4.25
19	6.00
20	3.00
21	3.50
22	6.25
23	2.50
24	4.00
25	3.50
26	4.50
27	3.50
28	6.25
29	4.50
30	2.50
31	3.75
32	5.00
33	1.75
34	2.00
35	1.00
36	4.50
37	0.75
38	3.75
39	2.50
40	4.25
41	5.25
42	1.25
43*	3.50
44*	3.50
Total	154.75
Average Stay	3.50

3 withdrawals from program—(1 moved; 2 husbands insisted they drop program)

*Handled by pupil personnel

HARFORD COUNTY

Average Length of Stay in Program
1968 - 69

Student	Months
1	4.50
2	3.50
3	3.50
4	5.75
5	0.75
6	5.50
7	5.00
8	4.00
9	3.75
10	4.50
11	3.50
12	3.00
13	5.00
14	3.75
15	5.00
16	5.75
17	3.75
18	1.75
19	2.25
20	2.75
21	1.50
22	3.75
23	7.75
24	7.00
25	6.00
26	5.00
27	4.25
28	5.50
29	4.00
30	5.00
31	3.50
32	4.75
33	1.75
34	0.75
35	3.00
36	4.50
37	3.50
38	7.75
39	5.00
40	4.25
41	5.25
42	4.25
43	5.00
44	4.50
45	2.50
46	3.75
47	1.50
48	1.00
49	1.00
50	0.50
Total	195.00
Average stay	3.9

5 withdrawals - 1 marriage
1 needed at home
1 moved
2 dropped from program

CECIL COUNTY

Average Length of Stay in Program
1967 - 68

Student	Months
1	0.75
2	2.00
3	7.50
4	1.75
5	7.50
6	1.50
7	3.00
8	3.50
9	3.25
10	4.50
11	3.00
12	1.25
13	2.25
14	1.00
15	1.50
16	1.25
17	2.25
18	3.00
Total	50.75
Average stay	2.8

Average Length of Stay in Program
1968 - 69

Student	Months
1	3.25
2	3.25
3	1.75
4	1.75
5	1.50
6	6.50
7	2.25
8	4.25
9	3.75
10	4.75
11	4.75
12	4.50
13	1.75
14	0.75
15	4.75
16	4.50
17	3.50
18	2.25
19	1.75
Total	61.50
Average stay	3.23

HARFORD COUNTY

Results of Pregnancy
1967 - 68

Kept child	42	95.5%
Placed child for adoption	0	0.0%
Lost child	2	4.5%
Total	44	100.0%

Results of Pregnancy
1968 - 69

Plan to keep child	45	90.0%
Plan to place child for adoption	3	6.0%
Lost child	2	4.0%
Total	50	100.0%

CECIL COUNTY

Results of Pregnancy
1967 - 68

Kept child	16	88.8%
Placed child for adoption	1	5.6%
Lost child	1	5.6%
Total	18	100.0%

Results of Pregnancy
1968 - 69

Kept child	18	94.7%
Placed child for adoption	0	0.0%
Lost child	1	5.3%
Total	19	100.0%

HARFORD-CECIL SUPPLEMENTARY EDUCATION CENTER

(1967-68)

Subjects Taught

English
12
11
10
9
Advanced Composition
Reading 6

Business English

Social Studies

12 - Problems of Democracy
11 - U.S. History
10 - World History
9 - Geography

Science

12 - Applied Science
11 - Chemistry
10 - Biology
9 - Earth Science
Science 6

Math

Applied Math
Geometry
Algebra II
Business Math
Business Arithmetic
Consumer Math
General Math - 9
General Math - 6

Spanish II

Typing

I
II

Bookkeeping

Shorthand II

Economics - Psychology

General Business Training

Business Law

Office Practice

Family Living

1 Group Weekly Per Semester

Art

Home Economics

HARFORD-CECIL SUPPLEMENTARY EDUCATION CENTER

(1968-69)

Subjects Taught

English

Advanced English 12
12
11
10
9
8
Individual Reading, Various Levels

Business English

Science

10 - Biology
9 - General
8

Math

Advanced Math
Trigonometry - Algebra III
Plane Geometry
Algebra II
Algebra I
Business Math
General Math - 9
General Math - 8

Languages

French II
French III
French V

Social Studies

12 - Problems of Democracy
11 - U.S. History
10 - World History
9 - World Geography
8 - Civics

Typing

I
Intermediate
II

Bookkepping

Shorthand

I
II

Economics - Psychology

General Business Training

Office Practice

Business Machines

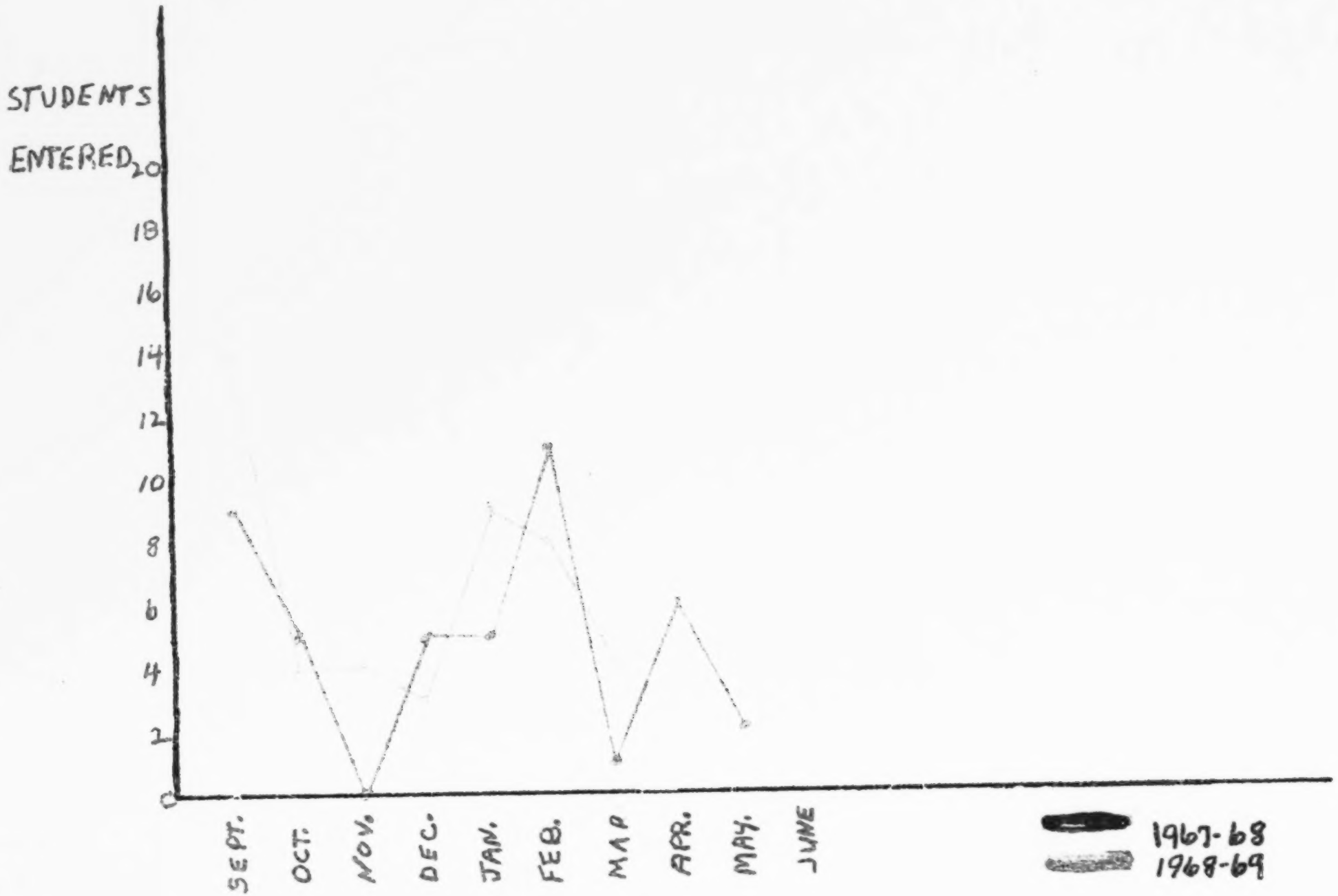
Data Processing (Programmed)

Family Living

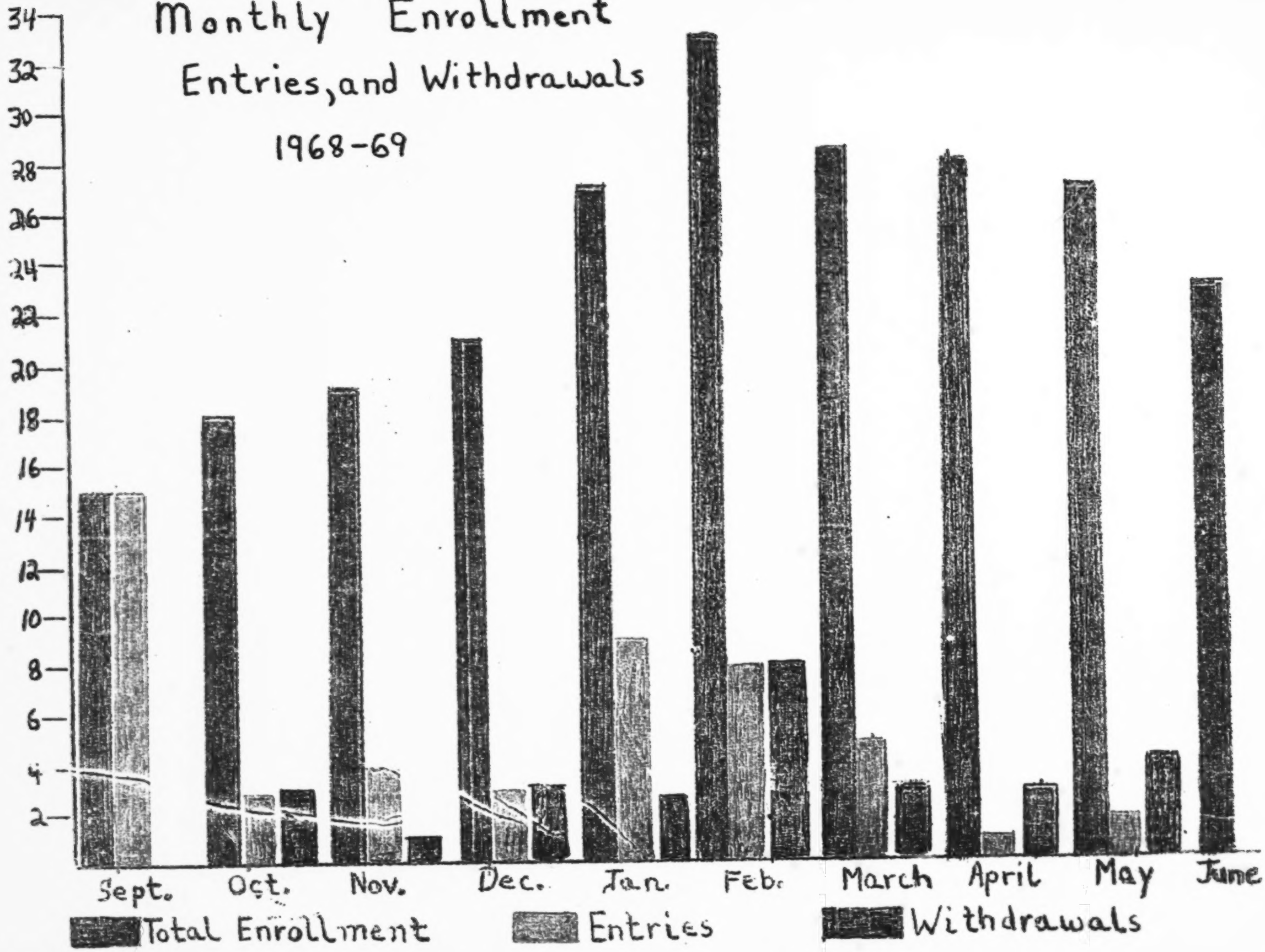
2 Groups Daily Per Semester

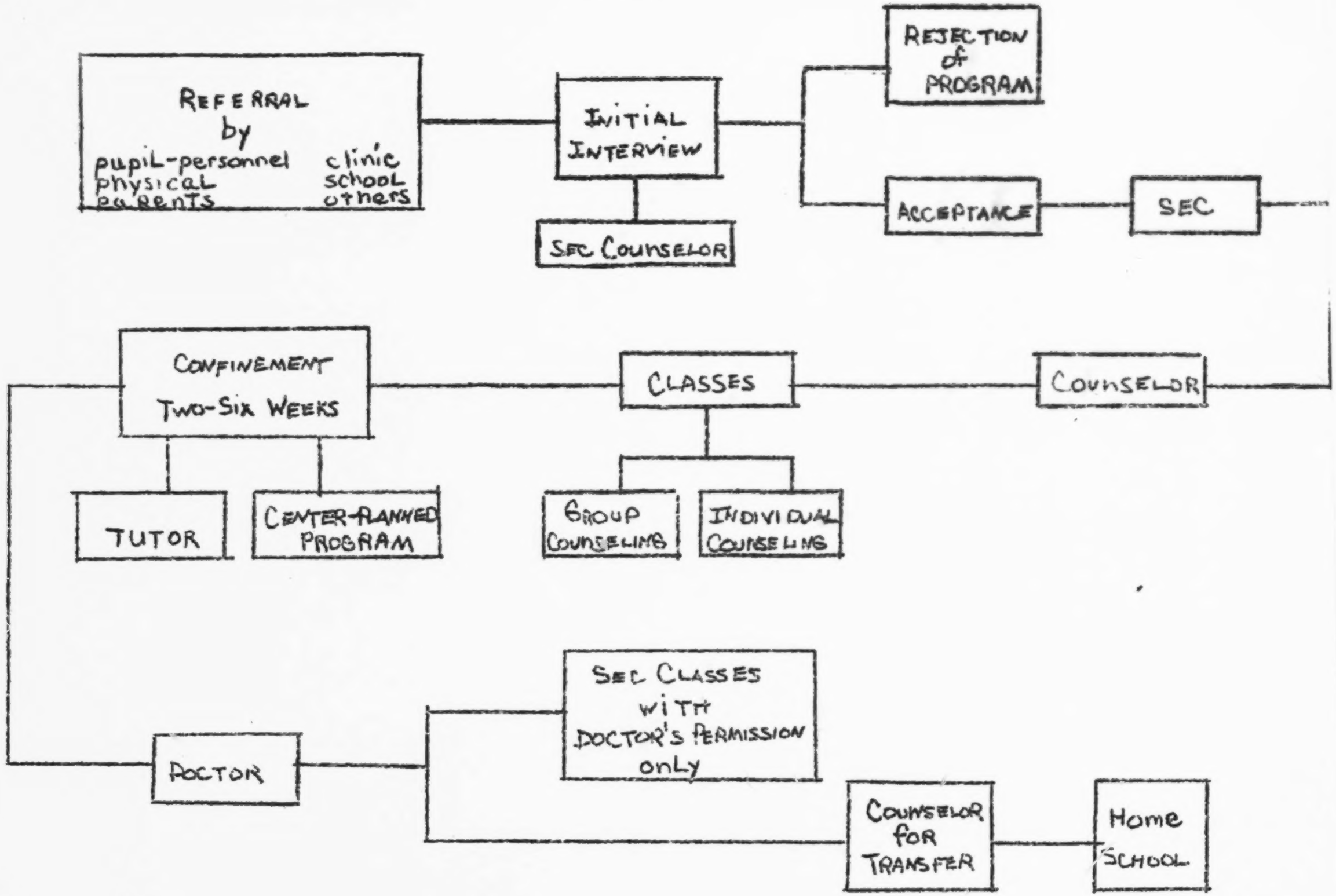
Art

Number of Entries By Month - 1967-68 1968-69

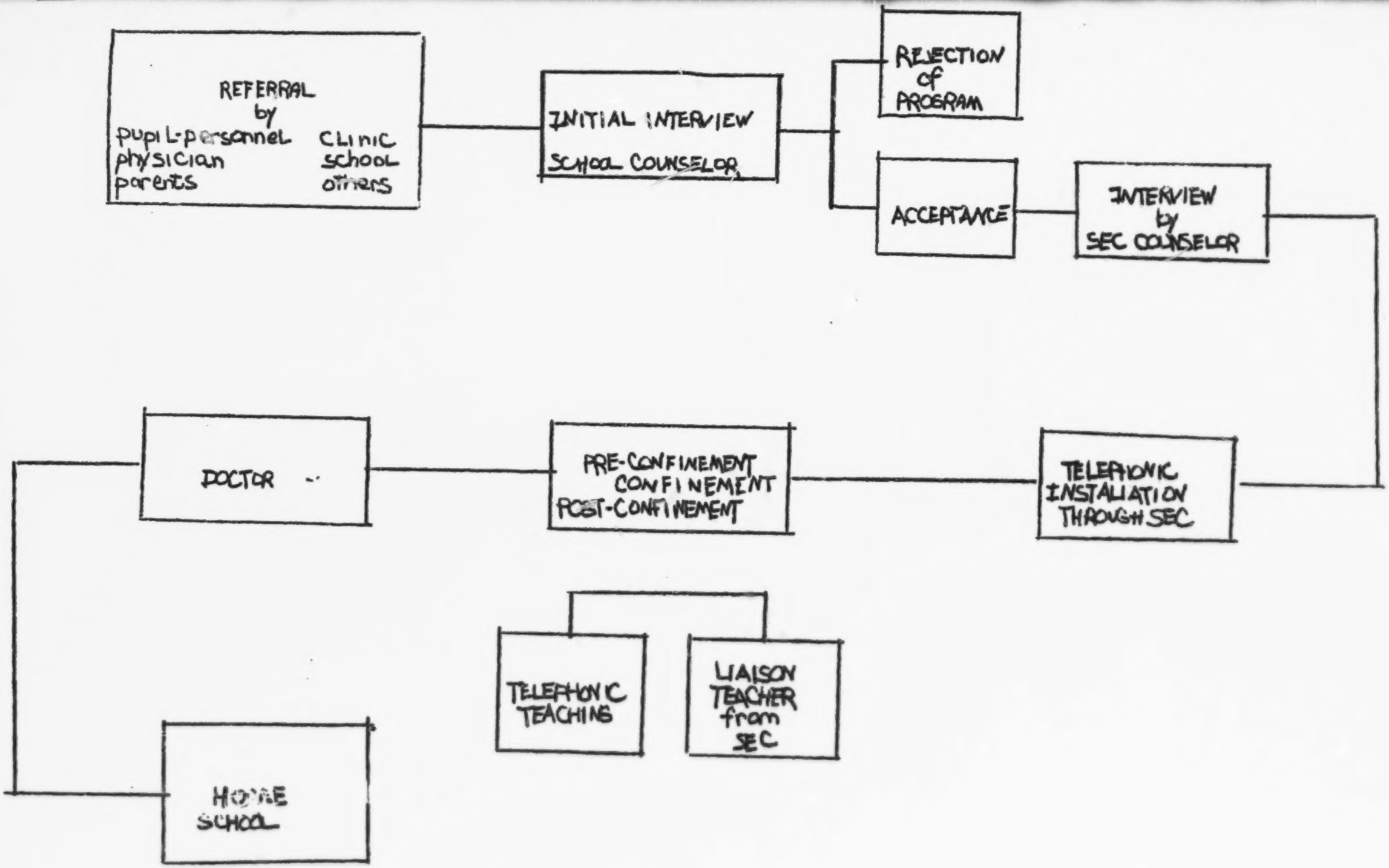


Monthly Enrollment Entries, and Withdrawals 1968-69





STUDENT FLOW - HARFORD COUNTY



STUDENT FLOW – CEC · COUNTY

COUNSELING THE SCHOOL-AGE PREGNANT GIRL

In the past, the only girls who received counseling, other than services provided by other State Agencies, were unwed mothers who concealed their pregnancy and surrendered their babies for adoption. This was in spite of the fact that only 29 per cent of the children born out-of-wedlock are adopted and approximately 40 per cent of all brides are teenagers. Thus only a small percentage of teenage mothers had any counseling at all.

The unusual problems of motherhood are greatly compounded for these young expectant mothers. Many of these pregnancies are related to hastily conceived or very early marriage. Often the economic probems of the young couple are very serious, frequently making it necessary to live with parents or in-laws. The problems associated with the out-of-wedlock condition, with the accompanying social pressures and condemnations are often even more traumatic.

Any number of these girls had emotional problems which may have led to their becoming pregnant, and many have emotional problems resulting from their pregnancy.

Adolescence is a stage of life known for poor nutritional habits. In pregnancy excessive weight gain, hypertension and toxemia may be caused from such poor habits. These habits demand improvement. These girls also need to be taught basic facts about their bodies, pregnancy, delivery and infant care.

The program for school-age pregnant girls at the Harford-Cecil Supplementary Education Center attempts to help in the understanding of some of these problems with daily group counseling sessions. The method used in the group is a sort of seminar revolving around the fears and the anxieties of the girls.

A girl will introduce a problem which has been troubling her, such as a problem with her mother-in-law. The other girls will tell her how they solved similar problems based on their experiences.

The Counselor, using non-directive techniques, reinforces the positive responses. Directive counseling is also used based on the theory of Rational Emotive

Psychology. For example, a girl is made to understand that for the sake of her husband she must accept her mother-in-law; in spite of the fact that things are not the way she would like them to be. Although she cannot change her mother-in-law, she can change her own attitude toward her, and thus minimize the situation that makes her unhappy.

To help the girls in their interpersonal relationships, a social learning approach is used which takes advantage of the fact that people learn most of their behavior patterns from other people.

The girls are helped to understand that they cause much of the behavior of those around them. For example, a girl by getting jealous reinforces her husband to talk about other girls. It is hoped that these behavior modification methods will help these young mothers handle future problems they will encounter with their children.

The uniqueness of each individual and her right to make her own decisions concerning herself and her baby is respected. The other girls are also taught to respect these rights and are made to understand that they should not pressure each other on subjects, i.e., adoption, the advisability of marriage or divorce, etc.

When a problem arises in which the Counselor does not feel she can give expert direction, other members of the staff are consulted and referrals are made to the supporting professional staff. Interdisciplinary conferences with the staff psychologist, nurse, pupil personnel workers and social workers are held for a specific girl with a special problem when such is warranted.

Outside professional consultants are also invited to speak to the girls on subjects such as childbirth, prenatal care and child care.

A typical letter sent to the counselor by a girl who previously participated in a group illustrates the type of problems considered.

Dear Mrs. Cruse:

I thought I would write you a letter since I will soon be leaving. I want to thank you for all the help you have been to me this past year.

I don't know whether you know it or not but if it hadn't been for this school and your counseling I would probably have been a drop-out. Last year almost broke me and I really didn't care if I graduated or what. Then I found out I was pregnant and that was it. I never felt that I was anyone special and getting pregnant didn't help me that way either. I began to wonder if I could ever get married to a decent guy after having a baby. You made me realize that I was just as good as anyone else. You also made me stop degrading myself and helped me to pick myself up out of the gutter and get me back on my feet. I know now that just because I've had a baby I can still set my goals high when I look for a husband.

In the group, you have taught each of us girls that we can trust adults. We have come to realize that it just isn't parents who don't understand, but us too. We learned to discuss and share our individual problems and so far, together we have been able to solve most of our problem.

We have learned to get along with other people. We have learned to take advice and to help others with your own experiences.

There are so many ways in which our group has helped me and made me a better person.

Sincerely yours,
Jane

Thus education for responsible parenthood, to find fulfillment in marriage and parenthood, and to be capable of meeting its responsibilities is of great importance and it is hoped that the Center is helping our girls meet these needs.